

Childminder report

Inspection date:

16 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy in this setting. They settle quickly in this welcoming and friendly environment. This is due to the childminder gathering a wealth of information about children before they start at her setting. Children's settling-in sessions are tailored to meet the needs of the individual children. This supports children with their personal, social and emotional development, particularly in response to the impact of the COVID-19 pandemic. Children learn to develop their relationships with others in a safe and secure space. They enjoy playing with a variety of different resources which have been carefully selected by the childminder to meet the interest of the children.

The childminder shows children lots of affection. Children are respectful towards the childminder. They develop these skills further during their play. Children show lots of love and attention towards the dolls. They engage in imaginative play and attend to their dolls' needs. The childminder has high expectations for children's behaviour. Therefore, children are polite and use their manners well. They understand and follow the setting rules, such as helping to tidy up.

What does the early years setting do well and what does it need to do better?

- The childminder has a clear curriculum in place. She knows what she wants children to learn next. However, at times the childminder plans activities for children which are narrow in focus and do not always enable children to express themselves freely and creatively. Therefore, children are not always developing the highest levels of engagement and involvement in their learning.
- Children are confident in this setting. They move around making their own choices during their play. This supports children to develop their independence skills. However, during adult-led activities, the childminder does not always present children with the opportunities to continue making choices for themselves and enhance their learning experiences fully.
- Children visit the local community most days. They go to yoga classes, where they learn to move their bodies in different ways and develop their concentration skills. Children go to story time at Manchester Library, where they listen and interact with different stories and songs. This supports children's growing vocabulary. The childminder takes children to different museums, such as The Science and Industry Museum. This supports children to begin learning about the world around them.
- Children learn some of the different ways to keep themselves healthy. The childminder provides them with nutritious home-cooked meals and fruit for snack. Children take regular walks to the park. They visit an allotment, where they learn how to grow their own vegetables. When children go further afield, they use different modes of transport, such as buses, trains and trams. This

helps them to learn about road safety.

- The childminder has good links with local primary schools. She supports children to develop the skills they need in preparation for their move to school, such as personal care and how to dress themselves.
- Children behave incredibly well. They use spoken language to express themselves. For example, children seek out the childminder and other adults when they want someone to join their play.
- Parents speak highly of the setting. They comment on the childminder's kind and caring nature. Parents express that their children have settled quickly into the setting with the support of the childminder.
- The childminder supports children with special educational needs and/or disabilities well. She identifies when children need early help. The childminder works with parents to ensure that children get the support they need. Consequently, all children make good progress in this setting.
- The childminder reflects on her practice and provision well. She identifies areas for development and makes changes to improve outcomes for children. The childminder keeps up to date with her mandatory training. However, her wider professional development is not focused sharply enough on identifying next steps that extend children's learning to the highest standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is aware of the correct procedures to follow to report any concerns about the welfare of children. The childminder is aware of how to report any allegations made about her or any other member of her household correctly. She has effective risk assessments in place. In response to a recent incident where a child was separated from the group on a trip to the park, the childminder has adapted her procedures and risk assessments for outings to ensure that children are always kept safe. For example, she carries out regular headcounts, supervises children at all times and ensures that children wear high-visibility jackets.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide children with more opportunities to express themselves creatively and freely through art and craft experiences
- improve adult-led learning opportunities to enable children to make choices for themselves, building on their independence skills
- strengthen wider professional development to focus more sharply on identifying next steps that extend children's learning to the highest level.

Setting details

Unique reference number	316600
Local authority	Bury
Inspection number	10253031
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 1992 and lives in Prestwich, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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